

**Committee on Equal Opportunities  
Campus Visit  
Kentucky Community and Technical College System  
Jefferson Community and Technical College  
September 29, 2006**

Adopted by the CEO:

Executive Summary

**Purpose and Process:** The purpose of the campus visit is to allow members of the Committee on Equal Opportunities to review institutional activities that support the objectives of *The Kentucky Plan for Equal Opportunities*. The CEO is charged with monitoring institutional progress toward implementing *The Kentucky Plan for Equal Opportunities* and *The Partnership Agreement* with the U. S. Department of Education's Office for Civil Rights. Monitoring is completed through data analysis and campus visits.

Prior to conducting a campus visit to any of the community and technical colleges, the CEO met at the Kentucky Community and Technical College System office with the presidents of the community and technical colleges. Because the CEO has not conducted campus visits to community and technical colleges, the discussion was designed to review the process and to discuss the strategies to implement the campus visits. At the conclusion of the discussion, the CEO determined that campus visits would be conducted at select institutions.

Members of the CEO conducted the first KCTCS campus visit at Jefferson Community and Technical College in Louisville, Kentucky. Jefferson Community and Technical College is a comprehensive, two-year college, and is the largest among the KCTCS institutions. Jefferson Community and Technical College is comprised of five campuses: Downtown, Jefferson Technical, Southwest, Carrollton, and Shelby County. As of the date of the campus visit, JCTC was the state's largest provider of online courses available through the Kentucky Virtual Campus.

**Core Focus:** The report begins by identifying the general focus of review and discussion with the college's administration and the campus community. The committee's goal is to learn about the college's strategies and leadership in implementing the objectives of the plan and the results of those efforts.

**Report Summary:** Jefferson Community and Technical College is one of 16 community and technical colleges operated by the Kentucky Community and Technical College System. The CEO visited three JCTC campuses September 29 – Downtown, Jefferson Technical, and Southwest.

JCTC offers a variety of academic and technical programs to prepare students to study for a four-year degree or to enter a career. The college offers associate degrees; pre-baccalaureate education; diploma and certificate programs in occupational fields; adult, continuing, and developmental education; customized training for business and industry; and distance learning.

KCTCS has an ambitious agenda to improve the quality of life of Kentuckians by expanding opportunities provided by the state's two-year public colleges in a seamless system of higher education that allows students to transition among programs and institutions as they pursue academic and technical degrees and to engage in workforce training.

The enrollment reported for JCTC in fall 2005 was 14,240; approximately 7,000 students are enrolled at the downtown campus, 2,830 at southwest, and 3,000 at the technical campus. The remaining 1,410 students are enrolled at the Carroll County and Shelby County campuses and five correctional sites.

Dr. Anthony Newberry, president of JCTC, indicated that the college is committed to achieving broad diversity goals and objectives established by the KCTCS, as well as specific objectives at JCTC. He introduced the mission statement of KCTCS, as well as his vision and the JCTC Strategic Plan, and indicated that the plan is updated every two years. Two of the four strategic plan goals have major commitments to serve students as well as support diversity initiatives. Additionally, various collaborations with other organizations in the Jefferson County community were identified: Jefferson County Public Schools, KentuckianaWorks, correctional facilities, Ford Motor Company, Metropolitan College, UPS, and truck driver training courses (for adults in Louisville's West End). JCTC also collaborates with the UofL Governor's Minority Student College Preparation Program, dual-credit programs at Central and Shawnee High Schools, Louisville Education and Employment Partnership, the Louisville Urban League, St. Stephen's Baptist Church, Simmons College, and the Cultural University.

JCTC, according to President Newberry, also is committed to focusing on diversity at each campus to create more diverse and supportive environments for students, faculty, and staff. He noted that JCTC has the most diverse population, in comparison to other KCTCS institutions: student surveys estimate that 45 percent of students are first-generation college enrollees and an increasing number are GED recipients; online courses are expanding; 20 percent of students reporting ethnicity are African American, and 4.6 percent of the enrollees are from other minority groups.

In terms of fiscal support, JCTC reported that of the 5,500 students receiving some form of financial aid, 1,300 are African American. There are more than 300 degree programs. Fall 2006 enrollment is expected to be around 14,400 by the end of the fall semester. JCTC noted that African American student enrollment has grown approximately 19.7 percent in two years, to 2,332 in fall 2005. JCTC believes that it has the largest enrollment of African American students among the public postsecondary education

institutions, including Kentucky State University and the University of Louisville. The college expects that enrollment of African American first-time freshmen will continue to increase.

The president noted a dramatic increase in credentials awarded, with the numbers almost doubling between 2004 (1,382) and 2005 (2,709). The institution has experienced parallel growth in the credentials awarded to African Americans: certificates increased from 97 to 296, the diploma program grew from 27 to 46, and associate degrees grew from 81 to 103. Credentials awarded to African American GED recipients increased from 35 to 164.

Retention remains a major challenge for JCTC. President Newberry acknowledged that the institution plans to make dramatic improvements in this area over the next three years. Various initiatives were identified. For example, in spring 2006, a recruiter was hired to focus specifically on African Americans, which includes outreach to churches, high schools, community fairs, and other events. The Student Ambassador Program will offer assistance in student recruitment efforts. Other programs include the Single Parent Support Group and the Student Support Services Program. Additionally, JCTC will utilize targeted advertising, dual credit programming, and the John T. Smith Scholarship, as well as other scholarships to target minority students.

Because of the retention challenges confronting JCTC, institutional initiatives for African American students are extensively focused. For example, the NEXUS initiative is a program that serves all students, concentrates on student success within the first 15 credit hours, integrates academic and student support services, and creates a network of individuals to enhance students' connections with the institution. African American students were quite complimentary of the success of this program. To further enhance student retention, JCTC created the following initiatives and academic programs:

- Improved technology in the classroom
- Improved teaching strategies
- Improved scheduling
- Improved access to academic support services
- Improved and revised advising process

In 2004-05, the Student Support Services Program, a TRIO program, addressed four primary goals: (1) build strong and competitive academic skills; (2) empower first generation and low-income college students by familiarizing them with the nuances of educational bureaucracy; (3) provide access to four-year institutions and acquire marketable employment skills; and (4) provide academic incentives for all participants. JCTC reported a total of 202 students participated in the program in 2004-05, 163 African American, 27 white, four Native American, two Hispanic, and one student who listed more than one race. Participating students received academic advising, needs assessments, guidance and counseling, career planning, academic monitoring, and

feedback on mid-semester reports. All students received academic credit their first semester and passed all courses.

In 2005, 31 new students were admitted into the SSSP; each received a peer advocate. Tutoring was provided for 100 percent of the program participants. Math Maniacs was established to motivate students to improve their skills in math. Eleven of 31 students successfully passed math with a grade of C or better. All eligible participants received assistance with financial aid, scholarships, and loan applications as needed. Eligible and interested program participants visited the following Metroversity institutions: IUS, UofL, and Berea. The retention rate of participants from fall 2005 to spring 2006 was 90 percent. Of 167 program participants, 17 did not re-enroll in the spring for reasons ranging from economics and grades to personal matters. Five SSSP participants graduated from Jefferson in fall 2005. Ten participants transferred to four-year colleges and two students graduated and transferred. Students enrolled at the University of Louisville, Spalding University, and Indiana University Southeast. One participant had dual registration through Metroversity. All eligible students (approximately 73 students) participated in the 2/4 year transfer initiative program. Students attended academic enrichment activities as well as cultural enrichment activities. Seventy-nine students from the Academic Incentive Program achieved a 3.0 cumulative or semester GPA.

President Newberry highlighted the ULtra program (formerly known as Pathways), noting the growth in participation from 14 students in 1999 to 380 in 2004. Between fall 2003 and 2006, 191 students enrolled in the Pathways Program transferred to UofL; 53 (27.7 percent) of the 191 students were African American. Also during the same period, 1,672 JCTC students transferred to UofL, 260 (15.5 percent) were African American. A total of 560 JCTC students currently participate in the ULtra transfer program. UofL administrators have committed to visiting JCTC each day to ensure that the transfer of students from the KCTCS to the university is a seamless process.

The Career Pathways, Nursing, and Allied Health Program, highlighted in the presentation, identified 36 students including 16 African Americans in fall 2005, and 37 students including 11 African Americans in 2006. At the request of Council staff, JCTC administrators provided additional information to offer clarification of the numbers. Of the 16 African American students enrolled in 2005, six (37.5 percent) returned in fall 2006, ten students did not specify their race but each of the ten returned. Six of the ten white students (60 percent) returned. Overall, of the 36 students enrolled in 2005, 22 (61.1 percent) returned in 2006.

In fall 2006, 15 students enrolled in the program, five (33.3 percent) are African American (first-time students), four (26.6 percent) did not specify their race, and six (40.0 percent) were white. A total of 15 new students enrolled in 2006 compared to 36 in 2005.

While the campuses of JCTC are combined to form a single institution, the downtown campus has experienced sporadic success in increasing/maintaining representation of

African Americans at the executive, administrative, and managerial level; only one African American was employed in this category from 1999 to 2002; in 2002-03 no African Americans were represented in the positions. The number increased to two in 2003-04 and held steady in 2004-05. The technical campus failed to employ any African Americans in this category. It is evident that the technical campus must do more to promote diversity in vital areas such as these. Within the college, two of 17 executive, administrative, and managerial employees are African American.

African Americans employed as faculty at both the downtown and technical campuses show more promise with approximately 8 percent at each location. Across the college, 24 of 304 full-time faculty are African American. President Newberry reported that JCTC has 12 fewer full-time faculty positions because of budget constraints.

The number of African Americans employed as professionals increased significantly. JCTC is reporting that 16 of 95 professional staff are African American as of 2006 compared to eight of 92 in 2004-05. However, it was unclear how many of the African Americans are stationed at the technical campus compared to the downtown campus and the southwest campus.

The opening discussion concluded with comments regarding Phase I of a program to create a diversity plan that, when implemented, will result in a more diverse campus and comfortable environment for students, faculty, and staff. President Newberry noted that the institution is in the process of hiring a diversity director; implementing diversity training; reviewing recruitment, hiring, and retention practices, developing accountability goals; reviewing student recruitment and retention practices; reviewing diversity content in the curriculum; administering an in-depth climate survey to assess cultural perceptions on the campuses; and seeking to add African American representation to the board of directors. Faculty leaders, staff, and student leaders that participated in focus groups were introduced. The search for a diversity director had been narrowed to three strong candidates.

### **Recommendations by CEO**

#### **General**

A general conclusion of the committee is that Jefferson Community and Technical College has demonstrated a strong commitment to diversity and continues to make the necessary strides to accomplish a goal of creating a welcoming and hospitable campus environment. The institution must continue to grapple with the sometimes painful memories and complex history that might prevent full participation in the educational programs at high levels by all racial and ethnic populations. There must be a concentrated effort to manage the dual effort to preserve traditions while purging unattractive images to create a great public institution.

1. JCTC should consider conducting a desk audit of its advising policies and procedures and use the results to develop guidelines that are consistent across the five campuses.

Students reported that the advising services are fragmented and are not consistent from the downtown campus, to the technical campus, and the southwest campus. For example, students noted that although the downtown and technical campuses are part of a single institution, technical campus students are required to travel to the downtown campus for counseling, support services, and to purchase books and other supplies. Parking is severely limited at the downtown campus.

2. Customer service in the financial aid office needs to be reviewed and improved. Students voiced strong concern about their treatment by staff of the student financial aid office. Students stated that staff members exhibited nonprofessional behavior, including bad attitude, rudeness, impoliteness, and a general lack of interest in providing assistance. A number of students stated that they avoided the financial aid office to evade mistreatment and paid for their education with personal funds.
3. The institution should simplify and better communicate the online registration process. While JCTC insists that students can apply and register online or in person at any campus, students believe that they must complete their application and registration at the downtown campus even though the program and curriculum that they are interested in are taught at the other campuses.
4. Rather than ignoring the perceptions of the public, students, faculty, and staff regarding the image of the technical campus, the perceptions should be embraced and efforts put in place to promote diversity through campus programs. The institution should accept its moral responsibility to take the high ground and enter into a dialogue with the community to overcome perceived negative images/stereotypes.
5. The JCTC president should consider putting in place a strong evaluation system that holds administrators accountable for diversity or lack thereof (students, faculty, and staff) at all campuses. The system should reward good performance by administrators, faculty, and staff in regard to diversity in colleges and departments.
6. The college should conduct a desk audit of recruitment efforts, policies, and procedures to ensure efficiency of implementation and productivity and develop implementation guidelines that are consistent across all campuses. Comments by students, faculty, and staff indicated that recruitment efforts are not consistent across campuses.
7. The college should investigate the value of and consider establishing a recruitment committee to guide recruitment overall, but also with a subcommittee to focus exclusively on the recruitment of underrepresented minority groups for all campuses.
8. JCTC should seek to build a stronger relationship with Kentucky State University to provide greater access and transfer opportunity for qualified students interested in pursuing bachelor's degrees.

### Communication with Students, Faculty, and Staff

1. To the extent possible, the college should provide uniform services at each of the JCTC campuses. There appears to be conflicting interpretations within the system of the services provided at each campus and centrally. Technical campus students expressed concern regarding travel to the downtown campus to receive counseling and support services, as well as to purchase books and supplies; paradoxically, students enrolled at the southwest campus purchase books and supplies at the southwest campus, though the hours of operation vary.
2. The college should identify and communicate “best practices” to establish and promote the support services that are available to students at each campus and centrally at the downtown campus. Students at the downtown campus were very complimentary of the support services they receive, as well as the relationships and good will shown by faculty and staff. Students at the technical campus said that they were unaware of any support services available at their campus.
3. The college should, by policy, include diversity events and activities on the JCTC master calendar. Also, a specific office or person should be identified and communicated to students, administrators, faculty, and staff should they need to discuss concerns, difficulties, or questions regarding the institution or campus environment.
4. The college should clearly identify the southwest campus on the JCTC Web site. Students at the southwest campus stated that they were unable, or had difficulty, locating the Web link for southwest when attempting to access information through the JCTC Web site.
5. The college should review its policies and clearly communicate to students in the nursing program at the technical campus the requirements for program continuation, i.e., make or break tests, etc. Students enrolled at the technical campus stated that they were surprised to learn that a test would be administered (make or break) to determine whether the student would transition from one phase of the program to the next. Students claimed that the existence of these tests is introduced in the syllabus, or during the initial class meeting, which is insufficient for them to properly prepare.

### Employment and Career Advancement

1. The college should review the strategies currently in place to ensure that the policies promote and result in the desired outcome in support of more diversity at higher levels within the university. Discussions with faculty and staff appeared to question the existence of a formal plan for career development/advancement. Such a notion, if true, leaves a heavy burden of trust with the institution. The committee believes that it is crucial that students and staff believe that the institution is considering their best interest as policy is developed and implemented.

2. JCTC should consider implementing a recognition/rewards program that publicly acknowledges the success of campuses for achieving diversity objectives. Deans, chairs, and provosts should be encouraged by actions of top administrators to achieve diversity objectives.
3. If none exist, the college should institute a formal, clearly defined and communicated program to assist qualified junior faculty and staff to pursue career development opportunities.
4. The president should strongly consider a dotted-line reporting structure (to the president) for the diversity director to ensure that each campus is consistently and effectively addressing the needs of students, faculty, staff, and administrators.

### **Recommendations or Concerns to the CEO**

1. JCTC asks that the CEO assist with the identification of individuals that might be considered by the KCTCS Board of Regents for appointment to the local board of directors.
2. The CEO should encourage comprehensive universities to more actively discuss potential opportunities for collaboration with JCTC and other community and technical colleges. JCTC students need more opportunities to enroll in bachelor's degree completion programs.
3. The CEO should actively share the pipeline of SREB Compact for Faculty Diversity Ph.D. recipients with institutions to further increase diversity among the faculty and administrators.
4. The CEO should encourage the KCTCS to pursue, on behalf of all community and technical colleges, a program of discounted costs or the free six hour credits per semester to support career advancement or professional development at four-year institutions.

### **Discussions with Constituent and Focus Groups**

**President and Leadership Team:** The highest priority of *The Kentucky Plan for Equal Opportunities* and *The Partnership Agreement* with the U.S. Department of Education's Office for Civil Rights is to create campus and community environments that are supportive of diverse student, faculty, and staff populations.

President Newberry and institutional administrators discussed strategies and programs that have been implemented at Jefferson Community and Technical College campuses to achieve the objectives and commitments outlined in *The Kentucky Plan* and *The Partnership Agreement*. The president began by introducing members of the Leadership Team, Diversity Task Force, and the Black Affairs Committee, noting that JCTC is a

catalyst and driver for educational change, highlighting that the planning process to merge the five campuses took over two and a half years.

The presentation featured a summary of progress, as well as challenges encountered by the institution. The CEO was informed of the mission and visions of the district. The mission of JCTC, like KCTCS, strives to create a pathway to opportunity for citizens of the Commonwealth. Additionally, the college offers workforce education and transfer programs, as well as meets the changing needs of the local economy. JCTC is known as the community's open door to postsecondary education and the driver for educational and economic change at the grass roots level.

KCTCS adopted a Strategic Plan to increase student access and success, as well as expand diversity and global awareness. The college strategic plan includes an objective to "enhance the multi-cultural education environment of the college."

The president acknowledged that while the college has experienced increases in student enrollment there is a drop in retention of African American students. It also was noted that efforts to appoint African Americans to the local board of directors has not yielded success. There seemed to be some uncertainty regarding who appoints the members of the local board of directors compared to appointments to the KCTCS Board of Regents. The president noted that a number of very committed and well-qualified persons were identified but none were selected to be appointed to the local board of directors and this lack of representation creates concerns regarding commitment and trust when issues of diversity are raised.

**Student Focus Group:** The student focus groups engaged the CEO in an open dialogue regarding their experiences at the three campuses located in Louisville/Jefferson County (downtown, technical, and southwest campuses). Comments were made by Kentucky residents, out-of-state students, and traditional and nontraditional students. The focus group included incoming freshmen, adults returning to college, full-time and part-time students, Katrina evacuees, and first-generation students pursuing their first degree or certificate.

Students were very complimentary of several support groups they found particularly helpful in assisting them in acclimating to the campus (for example, the student support services program, the single parent support group, the student ambassadors, and introduction to college). Several students raised concerns regarding the number of African Americans who were not retained after the first year. For example, one student stated, "more than 50 percent of us did not come back this semester." When asked by the committee to elaborate about their perception of why retention was so difficult, several students responded that the attitude of some administrators and professionals in the financial aid office was a critical concern (these persons are perceived as being less than hospitable to students seeking assistance). Students voiced concerns about limited numbers of functions presented by student government and the lack of security in parking areas during evening hours. One student stated that she was disappointed that the JCTC

curriculum and course materials did not include more diversity, particularly African American representation. A majority of the students present stated that their experience at JCTC was positive, however, depending on the academic program or discipline, African American support was considered to be lacking and some faculty members were considered unsupportive and indifferent. Some students specifically noted that support in nursing and math was lacking. Students criticized the financial aid office, stating that the environment was inhospitable; students stated that those working in the financial aid office had “a bad attitude and were frequently rude.” Ten or more students stated that they avoided the financial aid office and decided to pay tuition and fees from their personal funds as opposed to interacting with the staff in the financial aid office. Students noted a preference that the institution upgrade the online registration system and establish an online process for financial aid.

Eighteen technical campus students participated in the focus group. Technical campus students described a lengthy and frustrating process to register/enroll, citing staff and faculty not returning calls and not responding to inquiries in a timely manner. One student indicated that the process resulted in her having to enroll a semester later than planned. Another student protested that while the college promotes a single system of postsecondary education, the campuses continue to operate separately and are habitually treated like two different campuses. Several general disconnects were identified: (1) the enrollment and application process for technical campus students is different than for downtown campus students, (2) a bookstore for students to purchase books/supplies is not provided at the technical campus, and (3) more services are provided to students at the downtown campus (students would like comparable services offered at the technical campus).

A primary topic of discussion by students from the technical campus focused on the nursing program. Students claim that the administration failed to clearly communicate the requirements for the program, including performance on a critical “make/break” test. They believe that the curriculum for the LPN program is a bit nebulous resulting in students having to repeat technical classes (the condition under which the repeat is required was not described by the students). Students suggested that LPN credits should be allowed to transfer to meet requirements under the RN program. They stated, “LPN classes don’t count if you try to bridge over to the RN program.” Students claimed that the program materials do not clearly indicate that specific LPN classes are not transferable within the institution. Also, students claimed to not understand why they are unable to take certain classes at the downtown campus if they are participating in the program at the technical campus.

A lengthy discussion ensued regarding an aspect of the LPN program that relates to a test described as a “make/break” test. If students fail the test twice, they are required to leave the program and are unable to transfer earned credits to another program. Students noted that they have attempted to discuss their concerns with faculty and program administrators but have not been successful in convincing administrators to make changes. With regard to transferability of credits, a student provided this example: “I

failed the make/break test a second time and will not be allowed to reenter the program. However, because I cannot transfer the earned credits, I am stuck with nothing.” The student noted that the credits were accumulated prior to her experience with the make/break test.

Students noted that support programs are available at the downtown campus but not the technical campus and, if they seek assistance between classes, it is impossible to do so without being penalized for not arriving to their next class on time. There should be more support services at the technical campus. The institution could simply allow staff to come to the technical campus once or twice a week. A similar suggestion was offered regarding setting up a bookstore at the technical campus maybe twice a week at the beginning of the semester.

Students from the southwest campus identified similar general concerns but were very complimentary of the small campus and described a friendly and hospitable environment overall. They suggested that the institution could work more diligently to promote diversity on campus, particularly for first-year students and nontraditional students. They noted that diversity might be increased if additional directed marketing is implemented and signage is improved to ensure that people can find the campus. They would like to see more schools bring their students to the campus and to be better identified on the JCTC Web site. Some students stated that while they would like more diversity on the campus, they do not find it a hardship that the current level is what it is.

A general concern raised by students is the transferability of credits among KCTCS institutions. They noted that sometimes credits taken at another community and technical college do not transfer if the student enrolls at a new college within the KCTCS (noting that he had taken classes at one campus that would not transfer to JCTC). The students suggested that the KCTCS should review this issue and implement a policy that treats this issue in a consistent fashion.

**Faculty and Professional Staff:** An objective of *The Kentucky Plan* is to increase the number and proportion of African American faculty and professional staff. Because of a limited pool of potential candidates and internal institutional variables, the recruitment and retention of African American faculty and staff remains one of the greatest challenges. The focus groups included faculty from the downtown, technical, and southwest campuses. Faculty representing several program areas discussed their desire to have more full-time faculty, in particular, and additional African American faculty. Program representatives expressing this sentiment included behavioral and social sciences, natural sciences, nursing, reading, automotive, aviation, business studies, criminal justice, education, practical nursing, wood manufacturing, and carpentry.

The faculty and staff indicated that a critical impediment to greater diversity is the availability of funds to support salaries. Lack of funding forces the institution to rely more heavily on adjuncts to fulfill instructional needs. There are 26 organizations in Louisville that are in direct competition with JCTC for persons qualified to hold faculty and

professional staff positions. JCTC does not have, but should consider implementing, a structured grow-your-own career development program with a collaborative education option with the University of Louisville. Faculty noted that tenure-track positions are limited and the process for tenure and promotion should be reviewed and areas of flexibility incorporated to recognize productivity outside publishing (for example, service on committees and community service). It was suggested that in support of a grow-your-own program, JCTC should ask UofL for an opportunity to identify a select number of faculty or professional staff to pursue further education, within the realm of professional development, without charge.

The nursing faculty discussed their process for advising and providing services to students. The curriculum was, admittedly, considered very stressful. Some faculty stated that they were aware of some student concerns but also noted the need for quality assurance, particularly in the field of healthcare. Others affirmed that the syllabus suggests that students may visit the downtown campus for help/tutoring. Faculty agreed that technical campus students should have support programs at their location rather than having to go to the downtown campus for services.

Staff noted that the institution will soon hire a director of diversity and expressed a concern that the person assuming the role might encounter strong resistance at the campus locations if he/she is not given strong support by the president. Also, concern was expressed that the position not be expected to have total responsibility to meet the diversity objectives for JCTC. It was noted that location of office space for the position is critical to establishing the proper relationships to accomplish job objectives and it was suggested that the person be housed at the downtown campus in the president's suite of offices.

With regard to student services, a number of professional staff stated that they refer students to tutors and are actively planning a tutorial program to be housed at the technical campus. Staff members also acknowledged that the technical and southwest campuses are not well advertised in the African American community, and few may know that the technical and southwest campuses exist.

Some staff voiced a perception that somehow minorities seem to be subject to a different set of rules and policies when advancement, promotion, or tenure is being considered, particularly at the technical campus. They admitted that they had not discussed this issue in a formal setting with the administration.

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